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Description automatically generated **CT State Curriculum Congress**

*Chair: Jason Seabury Vice Chair: Mark Lynch*

*Secretary: Rebecca Busch Adams*

Friday September 20, 2024

9:00 – 11:30 am

**Minutes**

**Member Attendees:** B.L. Baker, Joseph Brockway, Rebecca Busch Adams (Secretary), Christine Cherry, Diane Clokey, Kathleen Czarnota, Todd Degree, David Dimattio, Jill Flanigan, Joanne Faust, Jaime Hammond, Constance Hotchkiss, Michele Howard-Swan, Karen Hynick, Nancy LaRoche-Shovack, Lorraine Li, Topher Logan, Mark Lynch (Vice Chair), Hannelore Moeckel-Rieke, Latisha Nielsen, Michele Nye, Patti Pallis, Christopher Paulin, Michael Rotondo, Jason Seabury (Chair), Sarah Selke, Jakob Spjut, Jennifer Vamvakus, Michael Stefanowitz, Carmen Yiamouyiannis

**Guests**: Jimmy Adams (College Officer), Lois Aime (Norwalk), Catherine Babbitt (Gateway), Karlene Ball (Naugatuck), Melissa Bettigole (Northwestern), Janie Burkhardt (Norwalk), Audrey Cody (Norwalk), Jonah Cohen (Gateway), Daniel Colon (Norwalk), Lauren Doninger (Gateway), Paula Dowd (College Officer), Renae Edge (Norwalk), Robert Emigh (Norwalk), Joan Gill (Norwalk), Alicia Hall (Tunxis), Kim Hamilton Bobrow (Manchester), Ira Hessmer (Capital), Ken Lalli (Norwalk), Luke McCarthy (Norwalk), Catherine Miller (Norwalk), Mary Ellen Milvid (Norwalk), Steven Neufeld (Three Rivers), Sigrid Nystrom (Gateway), Lauren O’Leary (Gateway), Joshua Searcy (College Officer), Pracilya Titus (Norwalk), Joe Vertucci (Gateway), Edmond Yalda (Norwalk)

Meeting called to order at 9:01am

1. **Approval of Agenda -**

* Motion to approve by Rebecca Busch Adams seconded by Hannelore Moeckel-Rieke

1. **Minutes Review on TEAMS**

* Members told to please review the minutes on TEAMS and comment there. Any comments for changes must be submitted on TEAMS by the end of the day today (9/20/24).
* Question about whether members are allowed to share the minutes. Jason replied that while it is not shared publicly members are allowed to share with individual constituents if they ask to see them. Jason also stated that executive summaries, listed all proposals and whether they passed or not or were deferred to the next meeting.

1. **Brief Updates from Standing Committees**

* **Gen Ed**

Co chairs elected were Joe Cullen and Chris Paulen and next meeting will be October 4 and after that it will be the second Friday (after SACC meets) at either 1 or 1:30pm

* **Diversity**

This committee has not yet met. This is because there is only 50% membership elected so far. But even with just 50% they do need to meet so Jason will arrange a meeting.

* **Standard Operating Procedures**

SOP committee met. Topher Logan reported they started procedures around Special Topics and Consent Agenda. They began documentation to create those policies and hope to present them at the next meeting. Next, they will address voting transparency and the procedures for proposal review.

1. **Governance Summit – Oct 11 (Save the Date)**

* **Formation of Institutional Governance Assessment Joint Committee w/ Senate –** 
  + An email will go out to invite everyone soon with details.
  + 9am – 2 or 3pm, in person only, Middlesex campus
  + Volunteers to help with logistics and/or to serve as heads of discussion groups and to help collect feedback are needed
  + Invitees - All members of the Senate, Congress, SACC chairs, all members of the Gen Ed Committee and Diversity Committee.
* **The purpose of this Summit is to discuss:**
* Expectations and procedures - All of our governance groups need to be working along same general rules (some SDCs and SACC groups are following different policies which has caused confusion. Everyone should be on the same page).
* Clarity is needed for SDCs and SACCs in terms of both their charge and their procedures. We need a document explaining purpose and charges and activities of all the committees. The current iteration of the charge and procedures will handed out at the Summitt meeting for participants information and discussion.
* As controversial proposals come forward we need universal by-laws for all the SDCs and SACCs.
  + - Improvements - Soliciting a first round of feedback about what might make sense to change.
    - Once we have that feedback (from the Summit) we will have a joint committee of Senate and Congress members to evaluate the feedback and work on suggested changes/next steps. Volunteers speaking up: Hannelore Moeckel-Rieke, Jason Seabury, Rebecca Busch Adams, Topher Logan, Mark Lynch, Jacob Spjut and Sarah Selke

1. **Begin Proposal Review**
   1. **Nursing & Health**

**Medical Assisting Bundle**

Presenter – Melissa Bettigole (Northwestern)

[MDAS2042-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/MDAS2042-Modification.pdf)

[MDAS2045-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/MDAS2045-Modification.pdf)

**Change in Contact Hours** - After Medical Assisting went through the accreditation process last year, we were asked by our accrediting body to move around how and when our students are learning some clinical competencies. This resulted in our needing to change MDA 2042 from six to four contact hours and MDA 2045 from four to six contact hours. For example phlebotomy skills are not taught in 2045 and this takes a lot of time.

**Points Raised in Congress Discussion** –

* It was clarified that these changes were made in response to a combination of new accreditation standards which then resulted in clinical changes being made to the way these courses are taught and sequenced.
* Contact hours are what is being changed, not credit hours.
* While one of the Student Learning Outcomes calls for students to “understand” (rather than the measurable “demonstrate understanding of”), it was decided that this has to stay as is because it is required SLO language from the accreditor.

**Motion to Approve Change in Contact Hours made by Hannelore Moeckel-Rieke and seconded by Topher Logan**

**Motion Approved 23 yes, 0 no, 1 abstain**

[MDAS-CC-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/MDAS-CC-Modification.pdf)

**Certificate Change –** The MDAS 2050 Principles of Pharmacology Lab was attached to the Medical Assisting Degree program but somehow got left off the Certificate. This is now being corrected so that the Certificate also requires the lab.

**Points Raised in Congress Discussion –**

* The Pharmacology course is used by other programs that do not require a lab. But since this clinical component is required for Medical Assisting, the lab is offered as a separate one credit course (so that the three credit course without a lab can still be offered for those programs that do not require the clinical lab).

**Motion to Approve Certificate Change made by Jill Flanigan and Seconded by Joseph Brockway.**

**Motion Approved 24 yes, 0 no, 0 abstain**

* 1. **Engineering and Technology**

**Auto Bundle (new courses**

Presenter: Joe Vertucci (Gateway)

**Program Modifications**

[AUTO-AAS-PCT-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO-AAS-PCT-Modification.pdf)

[AUTO-CC-PCT-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO-CC-PCT-Modification.pdf)

**Modified Degree Background Points Provided by Presenter**

* Both the AUTO-AAS-PCT and AUTO-CC-PCT have been modified to align with the CARS program at both CT State NV and CT State Gateway at the request of American Honda Motor Co. to promote growth throughout CT State and completion among students.
* By aligning with the CARS programs, it allows High School students enrolled in dual enrollment classes to be able to transfer their college credits seamlessly to the Honda PACT program.
* Student can also easily move from one program (Honda to Cars and vice versa) without losing credits or needing to take extra credit.
* Provides students with several schedule options since courses can be taken from both majors.
* Gives all students more opportunity to get stackable credentials within the Honda PACT program. Stackable credentials help with student completions and help to sustain programs supporting employer needs.
* Finally, it allows High School students enrolled in dual enrollment classes to be able to transfer seamlessly to the Honda PACT program.

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| **Course Modifications**  [AUTO1042-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO1042-Modification.pdf)  [AUTO1055-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO1055-Modification.pdf)  [AUTO1057-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO1057-Modification.pdf)  [AUTO1065-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO1065-Modification.pdf)  [AUTO1067-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO1067-Modification.pdf)  [AUTO2011-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO2011-Modification.pdf)  [AUTO2012-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO2012-Modification.pdf)  [AUTO2013-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO2013-Modification.pdf)  [AUTO2055-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO2055-Modification.pdf)  [AUTO2056-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO2056-Modification.pdf)  [AUTO2057-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO2057-Modification.pdf)  [AUTO2058-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTO2058-Modification.pdf)  **Modified Courses- Notes on changes provided by Presenter**   * AUTO1041 course name change, contact hour change * AUTO1042 course name change * AUTO1055 course credit hour change, course contact hour change * AUTO1057 course credit hour change, course contact hour change * AUTO1065 course credit hour change, course contact hour change * AUTO1067 course credit hour change, course contact hour change * AUTO2011 course credit hour change, course contact hour change, name change * AUTO2012 course name change * AUTO2013 course credit hour change, course contact hour change * AUTO2055 course credit hour change, course contact hour change, name change * AUTO2056 course name change * AUTO2057 course credit hour change, course contact hour change, name change * AUTO2058 course name change   **New Courses with Labs**  [AUTOXXXX-NEW (Auto Portfolio).pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTOXXXX-NEW%20(Auto%20Portfolio).pdf)  [AUTOXXXX-NEW (Skills Lab).pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTOXXXX-NEW%20(Skills%20Lab).pdf)  [AUTOXXXX-NEW (Skills Theory).pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTOXXXX-NEW%20(Skills%20Theory).pdf)  [AUTOXXXX-NEW (Systems Theory).pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTOXXXX-NEW%20(Systems%20Theory).pdf)  [AUTOXXXX-NEW (Systems Lab).pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/AUTOXXXX-NEW%20(Systems%20Lab).pdf)  **Notes from the Presenter on New Courses**  With the reduction in credit and contact hours, I now had the ability to add three new courses for the Honda PACT program based on industry needs.  **Honda PACT Automotive Portfolio**   * + - * Provides a means to track required Honda PACT online learning modules required for Honda PACT certifications.       * Provides Student with Soft Skills, Interviewing Skills and Customer Service Skills.       * Prepares a student for employment in a Honda or Acura dealership or at American Honda Motor Co.       * Workers with good soft skills can help companies achieve higher levels of efficiency and productivity.   **Honda Dealership Skills Theory and Lab**   * + - * Provides students with the ability to learn the overall operations of the dealership including service, parts, sales, etc.       * Provides students with the means to see the wider perspective of the organization and how it works together.       * Introduces the different careers that are available within the organization.   **Honda Advanced Safety Systems Theory and Lab**   * + - * Provides students a comprehensive overview of Safety including airbags, accident-avoidance systems, collision mitigation systems, lane departure systems, etc.       * Provides students training in diagnosing and repairing Advanced Driver Assistance Systems (ADAS) in American Honda Motor Co, products. |
| **Points Raised in Congress Discussion** |
| * Courses will be offered all year long to avoid the need for a specific cohort to move through the program and certificate. This will be reviewed periodically. * The 1000 level courses should be taken in the first year---the 2000 levels in the second year. Again, courses will all be offered with regularity to ensure student ability to move through the program and this will be monitored and reviewed. * Library services are in fact being used for this program and certificate. Existing library resources being used will be added to the course description and outline. * The suggested course order will not be published in the catalog which will further encourage students to take courses whenever they are being offered.. * A detailed discussion ensued about making the learning outcomes assessable. Joe (the presenter) will work with Jason to make these changes to the approved program and course modifications and/or new courses. * It’s important to note that all the offering (online, hybrid, traditional, etc) that are possible should be checked but they are not binding and campuses are under no obligation to offer all of them * The credit and contact hour numbers on the proposal forms needed to be corrected. * The name and contact number for the program coordinator will be removed from the course description. * It is important to have a separate field for listing contact hours and credit hours in order not to confuse students and advisors. * The three new courses (and corresponding labs) will be assigned course numbers after they have gone through all approvals.   **Motion to Approve the Auto bundle of New Courses, Course Modifications and Program Modifications made by Hannelore Moeckel-Rieke and Seconded by Lorraine Li.**  **Motion passed 21 yes, 0 no, 0 abstain** |
| * 1. **Architecture Bundle**   [ARCH2015-Modification- SEP14,2024.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/ARCH2015-Modification-%20SEP14,2024.pdf)  [ARCH2020-Modification - SEP14,2024.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/ARCH2020-Modification%20-%20SEP14,2024.pdf)  [ARCH2030-Modification - SEP14, 2024.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/ARCH2030-Modification%20-%20SEP14,%202024.pdf)  Presenter – Ira Hessmer (Capital)  **Notes from the presenter on Architectural Design (ARCH 2020)** Construction documents – this course is about industry legal documents the drawings and specifications. Asking to remove some of the prerequisites because could be a course someone wants to take who is not in the program. Also these courses are not offered every semester and the prerequisites prevent students from being able to take the course and maybe finish the program. This is not a course where they need that info to take the legal document course which is solely about the industry Traditional students will still need to take those courses, but they can take this one in the interim if it fits into their schedule needs. The other two proposals are also to remove perquisites, removing all of them for 2015 and one of them for 2030.  **Motion to take the three proposals together made by Lorraine Li to take the three proposals together and approve them. Hannelore Moeckel-Rieke seconds**. |

**Points Made in Congress Discussion**

* Do they maybe need the intro course? No that is about design, this course is just about the legal document. That intro course won’t help with this document course.
* On 2015 the topics outline seems to be missing the number 1. Needs to be added.
* So this is a 200 level course but there is no prereq for it. IF you need no background information for it, why is it a 200 level course.
  + - * + Could it be a 100 level course since there is no prereq required for it.
        + What was the rationale for the prereq in the first place if they are in fact not needed

In a perfect world, the background would give them more of a basis for the field in general before getting into the nitty gritty of legal documents

* + - * + Pre reqs (from the GPA standpoint) tend to stop student progression and keep students from finishing the program
      * The learning outcomes on these proposals do not conform to Bloom’s Taxonomy and would not be assessable. This needs to be changed.

**Voted on Motion - not approved. 7 yes 15 no 4 abstain -** SDCs will be given a formal charge to look at learning outcomes to avoid these things in the future

* 1. **Behavioral and Social Sciences**

[SOC1001-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/SOC1001-Modification.pdf)

Presenter – Jonah Cohen (Gateway) – Learning Outcomes for this course have been modified so that they adhere to Blooms Taxonomy and therefore are assessable.

**Motion to Approve this modification made by Christine Cherry and seconded by Rebecca Busch Adams**

**Points Made in Congress Discussion**

* It was clarified that these outcomes follow the general education outcomes for social and behavioral sciences
* No one signed the form because it says it has to be signed by a program coordinator. Point made that the form needs to be changed to indicate an and/or discipline lead. This needs to be discussed at the summit in October.

**Motion to approves passes 23 yes, 0 no, 0 abstain**

* 1. **General Studies Program Modification**

[GNST-AS-LEG-Modification.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/GNST-AS-LEG-Modification.pdf)

Presenter Renee Edge (Norwalk) – The main goal in revising the curriculum for general studies was to create maximum flexibility and to focus on the general purpose – a terminal degree. Not a transfer degree (as opposed to the Liberal Arts and Sciences degree which is intended for transfer). The note that it is not for transfer has been moved to the top and is of paramount importance. CT Stare is moving to have students who come in without a specific major that LAS would be the default. General Studies as a terminal degree is not supposed to be the default. It’s supposed to be for a student who comes in with credits from long ago and all over to get a degree. The changes can be reviewed on the proposal form above. Professor Edge notes that students are still required to have one math and one science class, but not they are required to have a second science class (not math or science as the third course in this category). This has confused some community members.

**Points made in Congress Discussion**

* History is missing from the choices under Social and Behavioral Science. This was explained as because it is considered a Humanities elective. It is not included under Humanities elective either at this time but students are still required to take three credits of HISX, just not as part of the extra choices in the discipline categories. This can be changed at a later date.
* Since there is no SDC only for General Studies, the faculty that worked on these changes met informally.
* The high number of open electives give this degree a lot of flexibility. This is NOT for transfer but instead exists to give students with many courses over time the who have met our General Education requirements the ability to get a degree.

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| **Motion to approve these changes made by Sarah Selke and seconded by Christine Cherry. Motion approved 14 yes, 8 no, 1 abstain**   * 1. **Arts and Humanities**   [GRA2900-NEW.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/GRA2900-NEW.pdf) – This proposal will be tabled until the next meeting due to time constraints.  [ESOL1512-Discontinuation.pdf](https://ctregents.sharepoint.com/sites/CTStateCurriculumGovernance/Shared%20Documents/CT%20State%20Curriculum%20Bodies/CT%20State%20Curriculum%20Congress/_Proposals%20Submitted%20to%20Curriculum%20Congress%20for%20Review/May%202024%20Cycle%20-%20CURRENT/ESOL1512-Discontinuation.pdf) –  Presenter: Alicia Hall (Tunxis) – Co Chair for the ESOL Council gave this background to the proposal - Support for this discontinuation comes from six campuses and the SDC, where it was approved after being discussed over two meetings (May and September 2024) and supported public feedback. It’s a 4 credit version of the 1502 that all colleges run. 1502 is more accessible for the students. The course are exactly the same except the 1512 has an attached learning community with another college course. The description of 1512 states that it is offered “as a component of an accelerated learning community with other college core courses” which means students need to take seven credits (four credits of ESOL 1512 and three credits of the other core course). This causes problems for students, as does the fact that the no course is officially designated as the learning community course, but the course Norwalk has consistently put forward as the course they use as the second course is a SOC course that requires ENG 1010 as a prerequisite, causing another enrollment problem for students (as ESOL itself prepares students to take ENG 1010). Further, the course learning outcomes are not connected to a linked course. The six credit course works better for students’ schedules in the ESOL program at most campuses. They prefer the six credit version. Finally, accelerated courses need to have a different placement scale, which has not been agreed upon for this course. The vote both at the SDC and the ESOL Council overwhelmingly support terminating this course. *Please see Attachment A for supporting documentation in support of this termination.*  **Points made in Congress Discussion**   * Hannelore Moeckel-Rieke - We are looking at a course that was approved by APRC and BOR. This proposal should not go forward because it has factual errors. This course was developed by a Norwalk Title V grant. It was approved at the time by all relevant bodies. This should only be terminated via program review process with student success data. Contrary to proponents’ claim, the course has always been part of the ESL framework. Other colleges also have a four-credit course. Th~~e~~ proposal says it is not part of the certificate but it is. Six credits are not the only courses that can be accepted. Having to take fewer credits of ESOL are preferred by many students. All the courses in the framework are legacy courses (1502, 1402 and etc.). Further, claiming it is redundant to ESOL 1502 does not account for the fact that we have different versions of English Composition, depending on student needs (ENG 1010 or ENG 1010 with 910). A further point made was that the claim that Norwalk does not have a learning community is wrong; it has been in effect since 2019 without break. *Please see attachment B for supporting documentation for opposition compiled by Hannelore Moeckel-Rieke towards this termination proposal.*   **Hannelore Moeckel-Rieke made a motion to table this proposal until more discussion has been had with the ESOL council. Carmen Yiamouyiannis seconded.**  Motion to table the proposal does not pass 6 yes, 14 no, 4 abstain  **Continuation of points made by Congress Members and/or guests.**   * Course description calls for a linked course to another three credit course. So to be accurate it is four plus three credits for a total of seven credits. Further, the linked course becomes problematic when it has ENG 1010 as a prerequisite, as the most commonly cited linked course (a Sociology course) does. * The inconsistencies and confusion regarding this course have been attempted to be addressed for over a year with no movement or change. Termination and starting from scratch has become the only viable option to move forward. * The course is set up as part of a learning community with a linked course. Taking out the linked course/learning community is substantial to changing the entire course.   **In the interest of time and in deference to the discussions and votes already noted by the discipline experts in the ESOL and the SDC, Rebecca Busch Adams makes a motion to approve the discontinuation proposal, which is seconded by Joseph Brockway.**  **Motion to Call the Question (which effectively ends all further discussion on the matter) is made by Lorraine Li and seconded by Christine Cherry.**  **Vote on Motion to Call the Question passes with 16 yes, 4 no and 0 abstain.**  **Vote on Motion to Approve the Discontinuation Proposal passes with 14 yes, 7 no, and 1 abstain.**   * It is noted that a Motion to Call the Question officially ends all discussion on the topic. It is further noted that many guests from NCC including Cathy Miller, Pracilya Titus and Robert Emigh attended this meeting but did not have time to speak.      * 1. **Meeting Adjourned at 12:13pm**   **Minutes Submitted by Rebecca Busch Adams, Secretary** |